DOCUMENT RESUME

ED 186 599 CE 022 970

TITLE	Educational Planning. Occupational Investigation Guide. First Edition.
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	79
NOTE	75p.; For related documents see CE 022 969-973 and CE 022 977.
AVAILABLE FROM	Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 ($5.25)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Development; *Career Education; *Career Planning; *Educational Opportunities; *Educational Planning; Education Work Relationship; Goal Orientation; Grade 7; Grade 8; Junior High Schools; Learning Activities; Teaching Guides

ABSTRACT

This occupational investigation guide contains learning activities for instruction in educational planning. Activities included in the guide focus on areas such as (1) reinforcing learning, (2) isolating significant life experiences, (3) establishing goals, (4) classifying goals, (5) planning life goals, (6) practicing decision-making, (7) solving problems, (8) researching high school curriculum, (9) charting a tentative high school plan, (10) obtaining information about postsecondary education and training, and (11) researching post-high school training opportunities. Each activity includes six basic components: objectives, suggested activities, directions, information sheets, transparency masters, and student handouts. (LRA)

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EDUCATIONAL PLANNING

Occupational Investigation Guide

CE 022 970

MATERIALS DEVELOPED AND DISTRIBUTED BY

Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

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IN COOPERATION WITH

Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION

1979

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FOREWORD

The Occupational Investigation (O.I.) resource materials and teacher's handbook were developed as a result of a project funded through the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency and completed by East Texas State University and the Occupational Curriculum Development Laboratory. The resource materials were developed with the assistance of the O.I. instructors throughout the state of Texas and were subjected to formal field testing and evaluation.

The materials were designed to be self-contained, and therefore require no prerequisites or specific sequence of presentation. However, the activities which comprise each guide--Self-Appraisal, Economic and Societal Factors, Occupational Clusters, and Educational Planning--may be selected by the teacher in such manner that the O.I. course progresses logically and efficiently. The teacher's handbook provides suggestions for the organization and presentation of the resource and instructional materials.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Occupational Investigation resource materials. Many teachers across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other O.I. programs across the state.

Special thanks are extended to those teachers who field-tested the activities as they were developed and provided periodic evaluations and comments to be used in revision and further development.

The following guest writers and consultants should be recognized for their significant contributions to this research and development project.

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Special thanks are extended to the Instructional Materials Centers at Texas A & M University, Texas Tech University, and University of Texas at Austin for their contributions.

USE OF RESOURCE MATERIAL

The Occupational Investigation (O.I.) resource material covers the four designated areas of instruction: Self-Appraisal, Economic and Societal Factors, Fifteen Clusters, and Educational Planning. Each area includes most of the following: objectives, suggested activities, information sheets, student handouts, and transparency masters.

Careful study of the activities will enable the teacher to determine:

A. The amount of material to be covered in each class period

B. Any skills that should be demonstrated

C. The supplies and equipment needed

D. The amount of classroom time needed for both teacher demonstration and student practice

E. Any resource personnel who must be contacted.

The resource materials were organized to be self-contained. The basic components of these materials are as follows:

OBJECTIVES

Each activity is based on an objective. The objective specifies the behavior the student should be exhibiting, thus providing students with a sense of direction.

A classroom discussion should follow immediately after the objective is read to the students so that any questions concerning the performances expected of the student can be answered.

SUGGESTED ACTIVITIES

Each area of instruction has self-contained activities, outlining steps to follow in accomplishing the objective.

DIRECTIONS

Duties of the teacher will vary from activity to activity, but the following are minimum activities for the teacher:

1. Provide students with objective, information, and assignment sheets

2. Discuss objectives and any information sheets

3. Make transparencies (when included)

4. Demonstrate or discuss procedures outlined on student handout (when included)

Any additional instructional activities and teaching methods to aid students in accomplishing the objectives are strongly encouraged.

INFORMATION SHEETS

Information sheets, when included, provide content essential for meeting the cognitive requirements of the area of instruction. These sheets provide an excellent guide for presenting necessary knowledge necessary to develop the skills specified in the objective.

Teachers and students should read the information sheets before the information is discussed in class. Students are encouraged to make any additional notes on the information sheets to help them in their learning process.

TRANSPARENCY MASTERS

Transparency masters provide information in a special way. Transparencies may present new information or they may reinforce information presented in the activity. They are particularly effective when identification is necessary.

Make the transparencies from the masters and place them in your notebook for immediate use.

Copies of transparency masters can be made and used as a student handouts to supplement the material contained in the activity.

STUDENT HANDOUTS

Student handouts give directions to study and furnish activities which provide application of the knowledge contained in the teachers information and directions. These may be given to the student for completion in class or used for homework assignments.

PERSONALIZING AND LOCALIZING RESOURCE MATERIALS

Carefully review the resource materials before using the activities in the classroom. In reviewing the activities, you may find it necessary to localize and personalize the activities based upon the needs of your students.

Some of the ways of supplementing any of the four areas of resource materials or activities are the use of audio-visuals, attention getters, field trips, resource personnel, games and simulations, case studies, peer teaching, role-playing, and personal experiences of both the teacher and students.

Various methods may be used in localizing an area of the resource materials. You may wish to apply some of the activities to the local community, add additional materials from newspapers and

magazines, invite local resource people,and arrange for field trips.

In personalizing the resource material, you may want to make the course content relevant to home situations. You may wish to involve students in the planning of different activities by using their personal experiences. Having students involved in the teaching of some of the materials is sometimes an effective example of peer teaching.

EDUCATIONAL PLANNING

ACTIVITY: Reinforcing Learning

OBJECTIVE: After completing this activity, the student should be able to state one thing learned during a class meeting.

APPROXIMATE TIME: 5 - 10 minutes

MATERIALS: None required

DIRECTIONS: At the end of a class period, ask the students, "What have you learned today?" This brief activity may be conducted after any class, regardless of content.

Allow several students to respond to the question. This technique reinforces the day's learning activities, gives the student a sense of accomplishment, and provides the teacher with feedback about the outcomes of the day's lesson. The teacher may wish to use this activity daily, weekly, or as frequently as desired.

EDUCATIONAL PLANNING

ACTIVITY: Understanding the Concept of "Lifetime"

OBJECTIVE: After completing this activity, the student should be able to name three or more milestones in the lives of most individuals.

APPROXIMATE TIME: 50 - 100 minutes

MATERIALS: Handout: Lifetime; cord, string, or yarn, 84 meters or 84 yards; construction paper; paper clips; dowels or small boards for winding cord; masking tape; transparency (from transparency master).

DIRECTIONS: Make a timeline from the cord. One yard or one meter should represent a year in a person's life. In the cord, tie a knot representing each two years, and mark each decade (10 years) with a piece of masking tape.

Distribute copies of the handout. Discuss the various "milestones" or key events in life, using the transparency as a guide. Ask the class to arrive at specific ages by consensus. Next, have students volunteer to represent every milestone. Also, two students will be needed to hold the cord.

Have students write the title and age of their milestones on pieces of construction paper. For example, one student would present the milestone, "End of Training, 22." When all students have completed their milestone posters, go outside to a large, clear area. Conduct the activity on a mild, windless day for best results.

Ask the two students to stretch the cord to its full length. Two or three other students may be required to keep the cord tautly extended. They could be placed at certain locations along the cord, especially at points of sag. Tell the students that this extended cord represents a person's life.

Have the student who has the "Death" milestone go to the end of the line. The student should attach the poster to the cord with a paper clip. Have the other students attach their milestones to the cord.

After the timeline is complete, each student should walk its entire length from beginning to end. Go back inside and discuss the activity. Stress that the students have gone only a short distance on their own lifelines. Tell them that many decisions must be made during the largest portion of their lives, their remaining adult years. Say that they are now in a short phase of their lives, and the best is yet to come!

EDUCATIONAL PLANNING

LIFETIME

The following list contains general ages when the average person accomplished things in life. It is only an estimate and will be used as a reference for assignments.

BIRTH

1.	Childhood	-13
2.	High School	14-17
3.	Further Training	18-25
4.	Established Job	18-25
5.	Marriage	19-26
6.	First Child	20-27
7.	Rearing Children	25-30
8.	Settling into an Occupation	25-35
9.	Last Child Born	30-40
10.	Job Changes	30-50
11.	Last Child Enters School	35-45
12.	Occupational Peak	45-55
13.	Children Leave Home	50
14.	Grandchildren Born	50-60
15.	Retirement	65
16.	Travel/Leisure	65+

DEATH

EDUCATIONAL PLANNING

ACTIVITY: Isolating Significant Life Experiences

OBJECTIVE: After completing this activity, the student should be able to identify at least three significant events that have occurred in the student's individual life.

APPROXIMATE TIME: 100-120 minutes

MATERIALS: Handout: Significant Life Experiences; ball of yarn; rulers; scissors; paper; paper clips; transparency (from transparency master)

DIRECTIONS: Each student must compute the length of her or his "lifeline." Then, the student can use the ruler to measure and cut a sufficient length of yarn. Tell students to use the following method for computing lifeline length.

1. Multiply full years of present age by 12.
2. Add to this amount the number of full months since the last birthday.
3. Divide this total by two to find the length of the line.
4. Add approximately three inches to the length for hanging the line from the ceiling.

Have students tie knots in the yarn to indicate six-month periods. Each month equals ½ inch. Allow students to hang their lifelines from the ceiling (in some fashion) and attach weights (e.g., large paper clip) to the bottoms.

Ask them to use separate small sheets of paper to record significant individual life events. The event or experience and the age should be included on this representation of a "milestone." Then, students should attach the events to the appropriate segments of their lifelines.

Encourage students to move about the room looking at others' lifelines. Discuss the activity as a group. Point out experiences viewed as significant by most students. Consider the relationship of past, present and future. Use the transparency to indicate potentially significant events in the years ahead. Stress the importance of making tentative plans for the future.

EDUCATIONAL PLANNING

LIFETIME

BIRTH

CHILDHOOD	13
HIGH SCHOOL	14 - 17
FURTHER TRAINING	18 - 25
ESTABLISH JOB	18 - 25
MARRIAGE	19 - 26
FIRST CHILD BORN	20 - 27
REARING CHILDREN	25 - 30
SETTLING INTO AN OCCUPATION	25 - 35
LAST CHILD BORN	30 - 40
JOB CHANGES	30 - 50
LAST CHILD ENTERS SCHOOL	35 - 45
OCCUPATIONAL PEAK	50
CHILDREN LEAVE HOME	50 - 60
GRANDCHILDREN BORN	65
RETIREMENT	65+
TRAVEL/LEISURE	

DEATH

EDUCATIONAL PLANNING

ACTIVITY: Charting Goals

OBJECTIVE: After completing this activity, the student should be able to list at least three goals in the order of desired occurrence.

APPROXIMATE TIME: 50 - 100 minutes

MATERIALS: Paper; pen or pencil

DIRECTIONS: Ask students to write their present age in the middle of a sheet of paper. Then, they should write something important that has happened each year since they entered school until the present age. Have the students record the event and the age when it happened.

On the lower half of the page, students should record numerals for each year between their present age and age 25. Ask them to project into the future and identify goals. For example, one student may wish to complete high school at 18 and enter a career in welding at 20. Tell students to write their goals next to the age at which they hope to accomplish them.

Have students review their lists. Ask if the goals are arranged in a logical or realistic order. Encourage them to reorder goals as needed. Lead a class discussion about individual goals. Point out that planning enables a person to make the right desicisions at the right times. In this manner, goals can be achieved in the appropriate "step-wise" (one-at-a-time ranking) order.

EDUCATIONAL PLANNING

ACTIVITY: Establishing Goals

OBJECTIVE: After completing this activity, the student should be able to identify at least three individual goals.

APPROXIMATE TIME: 30 - 50 minutes

MATERIALS: Handout: Establishing My Goals; pencil or pen

DIRECTIONS: Distribute copies of the handout. Ask students to complete the forms as fully as possible. Answer questions as needed. Tell the students to keep the forms for future reference. The activity is designed to encourage individual reflection. Tell the students to modify the form as their goals change over the school term.

EDUCATIONAL PLANNING

ESTABLISHING MY GOALS

These may be tentative or definite. Underline those you think of as definite.

GOALS	EDUCATION/TRAINING	CAREER	INTERESTS AND HOBBIES	PERSONAL
Short-range (Today, this week, or this month)				
Mid-range (This semester or this year)				
Long-Range Next Year Two Years Five Years Ten Years				

EDUCATIONAL PLANNING

ACTIVITY: Classifying Goals

OBJECTIVE: After completing this activity, the student should be able to give an example of each of the three types of goals.

APPROXIMATE TIME: 30 - 60 minutes

MATERIALS: Handout: Types of Goals; transparency (from master); teacher reference: Types of Goals Key; pen or pencil

DIRECTIONS: Introduce the activity by using the transparency to describe the three types of goals. As a class, give examples of goals and then classify them according to type.

Distribute copies of the handout. Ask students to practice classifying goals by completing the assignment. When everyone is finished, read the answers from the key. Discuss the kinds of things that could happen that would cause a person to change goals. Point out the fact that the longer the term of the goal, the less control the individual has on the outcome. Therefore, stress the need to achieve long-term goals through a series of short-range goals.

SHORT-RANGE GOALS

VERY SPECIFIC, SHORT GOALS
COVERING A TIME PERIOD OF
A FEW DAYS TO A WEEK.

MEDIUM-RANGE GOALS

COVER A TIME PERIOD OF LESS
THAN A YEAR AND ARE USED TO
ACHIEVE LONG RANGE GOALS.

LONG-RANGE GOALS

VERY GENERAL, FLEXIBLE GOALS
COVERING A LONG PERIOD OF
TIME–A YEAR OR MORE.

EDUCATIONAL PLANNING

TYPES OF GOALS

After reading the goal statement, circle: S for short-range goal
M for mid-range goal
L for long-range goal

S M L 1. In 10 years, I will have finished my education and will be working as a history teacher.

S M L 2. I will clean my room Saturday morning.

S M L 3. In the next football game, I will rush for 75 yards.

S M L 4. By the end of the semester, I will have raised my grade in English by 10%.

S M L 5. I will save $1,000 by the time I finish high school.

S M L 6. I will not chew gum in speech class.

S M L 7. I will put $5 in the bank each week so that I can go to Mexico next summer.

S M L 8. By age 55, I will retire.

S M L 9. In high school, I will take Metal Trades class so that I can become a welder.

S M L 10. I will attend school every day so that I can obtain a perfect attendance certificate.

S M L 11. I will practice gymnastics two hours each night so I will be able to make the team next week.

S M L 12. By the end of the month, I will have lost 10 pounds.

S M L 13. Tomorrow, I will say three positive things to my friends.

S M L 14. I will go to Texas A&M so that I can become a veterinarian.

S M L 15. In order to have my term project completed, I will write three chapters each week.

S M L 16. After retiring from the military service at age 40, I will sell real estate.

S M L 17. For a week, I will not talk about other people or waste time gossiping.

S M L 18. I will take typing next trimester and learn to type 30 words per minute.

S M L 19. I will have a happier life than my parents have.

S M L 20. I want to be married before I am 27.

EDUCATIONAL PLANNING

TYPES OF GOALS

TEACHER'S KEY

After reading the goal statement circle: S for short-range goal
M for mid-range goal
L for long-range goal

S M (L) 1. In 10 years, I will have finished my education and will be working as a history teacher.

(S) M L 2. I will clean my room Saturday morning.

(S) M L 3. In the next football game, I will rush for 75 yards.

S (M) L 4. By the end of the semester, I will have raised my grade in English by 10%.

S M (L) 5. I will save $1,000 by the time I finish high school.

(S) M L 6. I will not chew gum in speech class.

S (M) L 7. I will put $5 in the bank each week so that I can go to Mexico next summer.

S M (L) 8. By age 55, I will retire.

S (M) L 9. In high school, I will take metal trades class so that I can become a welder.

S (M) L 10. I will attend school every day so that I can obtain a perfect attendance certificate.

(S) M L 11. I will practice gymnastics two hours each night so I will be able to make the team next week.

S (M) L 12. By the end of the month, I will have lost 10 pounds.

(S) M L 13. Tomorrow, I will say three positive things to my friends.

S M (L) 14. I will go to Texas A&M so that I can become a veterinarian.

S (M) L 15. In order to have my term project completed, I will write three chapters each week.

S M (L) 16. After retiring from the military service at 40, I will sell real estate.

(S) M L 17. For a week, I will not talk about other people or waste time gossiping.

S (M) L 18. I will take typing next trimester and learn to type 30 words per minute.

S M (L) 19. I will have a happier life than my parents have.

S M (L) 20. I want to be married before I am 27.

EDUCATIONAL PLANNING

ACTIVITY: Realizing Short-Term Goals

OBJECTIVE: After completing this activity, the student should be able to state and achieve within one week at least one short-term goal.

APPROXIMATE TIME: 50 - 80 minutes

MATERIALS: Handout: Short-Term Goals; file box; index cards; file box dividers; labels; pen or pencil; gold stars

DIRECTIONS: Distribute copies of the handout. Briefly review the information as well as the example. After discussing the nature of short-term goals, ask the students to select an individual goal that can be achieved in one week.

Give each student two index cards. Tell the students to write their names at the top of both cards. Under the name, write the goal and then the steps or milestones involved in achieving the goal. Collect one of the cards from each student and file these by name in the box.

Tell the students that they should make a check beside each step on the file card and on their personal reference card as they complete each step. When the student has achieved the goal, then she or he may obtain a gold star from the teacher. The student should place the gold star in the upper right hand corner of the index card in the file box. Students should be encouraged to continue selecting and evaluating short term goals in this fashion. Therefore, this activity may extend over the entire school term. Make the following statement to the students:

> You have the most control over short-term goals. Practice in setting and achieving short-term goals will give you the experience to begin longer-range planning.

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SHORT-TERM GOALS

A short-term goal is a very specific statement of a desired outcome or want. The short-term goal requires realistic planning in order to be achieved within one week. Use the following guidelines to state your short-term goal.

1. Decide what it is that you actually want, need, or desire
2. Think of what you want in terms of specific behaviors or the things that you can do to get what you want
3. State the goal by using an action verb after the word "To" (for example, "To go . . .)
4. Think about the goal from the viewpoint: "What can I (not others) do to achieve this."
5. Arrange the specific behaviors that are needed to achieve the goal in terms of steps, in the order that they need to be completed.
6. State the specific behaviors or steps by using action verbs
7. Assign dates for the completion of the steps and the achievement of the goal
8. State a method for deciding whether or not you achieved the goal as it was stated.

EXAMPLE

The following statements represent examples of the various steps in stating a short-term goal.

1. "I want to go to the dance Friday night."
2. "In order to go to the dance, I must borrow my parents' car, buy gasoline, and drive to the recreation center."
3. "My goal is "To go to the dance on Friday, the 14th, at 7:00 p.m. at the recreation center."
4. "I am responsible for doing the following things so that I can go to the dance: complete weekly chores, work two afternoons at the hardware store, wash the car, buy gas for the car, get a date, buy a new pair of pants, pick up my date, and go to the dance."

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SHORT-TERM GOALS (continued)

5. "The steps for achieving my goal are: (1) complete weekly chores, (2) work at the store, (3) get a date, (4) buy a new pair of pants, (5) wash the car, (6) buy gas for the car, (7) pick up my date, and (8(go to the dance."

6. "The specific behaviors for the steps may be listed."

   (1) Cut the yard, wash the dishes, and clean up my room
   (2) Work three hours at the hardware store on Tuesday and Thursday afternoons

   (3) Call and ask a friend to go to the dance

   (4) Go to the store and buy a pair of pants
   (5) Wash the car
   (6) Buy gas for the car
   (7) Pick up my date
   (8) Drive to the dance

7. "The following dates may be assigned to the steps."

   (0) state the goal and plan for it--Friday (today)
   (1) cut the yard--Monday afternoon; wash the dishes--each evening after supper (Mon.-Thur.) except the day of the dance; clean up my room--each afternoon (Mon.-Fri.)
   (2) work at the store--Tuesday and Thursday afternoons (3 p.m. to 6 p.m.)
   (3) call for a date--Monday night (before 10 p.m.)
   (4) buy pants at store--Wednesday night (before 9 p.m.)
   (5) wash the car--Friday evening (on the way to pick up my date)
   (6) buy gas--Friday evening (on the way to pick up my date)
   (7) pick up date--Friday evening (7 p.m.)
   (8) drive to dance--Friday evening (7:30 p.m.)

8. "If I follow the above steps, then I should be able to go to the dance with the date I want, wear my new pants, have plenty of money for gas and snacks, and arrive at the recreation center on time."

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ACTIVITY: Planning Life Goals

OBJECTIVE: After completing this activity, the student should be able to state at least three future goals.

APPROXIMATE TIME: 50 - 60 minutes

MATERIALS: Handout: Lifeplan; pen or pencil

DIRECTIONS: Distribute copies of the handout. Describe the assignment. Tell students that they should write "word pictures" for each of the eight frames. Compare the "lifeplan" to a family scrapbook.

The "word pictures" are completed in the following manner:

1. Write one of the eight starting phrases in each of the frames. The phrases should be read aloud to the students who will copy them on the frames in the correct order.
   a. I am in the eighth grade and . . .
   b. I am starting high school where I . . .
   c. I am graduating from high school after accomplishing . . .
   d. Five years after graduating from high school, I am . . .
   e. At 30 years of age, I am . . .
   f. At 40 years of age, I am . . .
   g. At 50 years of age, I am . . .
   h. I have retired and am . . .
2. The student then finishes the phrases and writes another sentence or two for elaboration.
3. At the top of each frame, the student writes the date associated with the event or experience.

After the students have completed their lifeplans, share the following comments with them:

> Although you will change plans many times in the future, it is a good idea to start thinking about where you want to go. This "lifeplan" gives you practice in setting a course of action for your life.

LIFEPLAN

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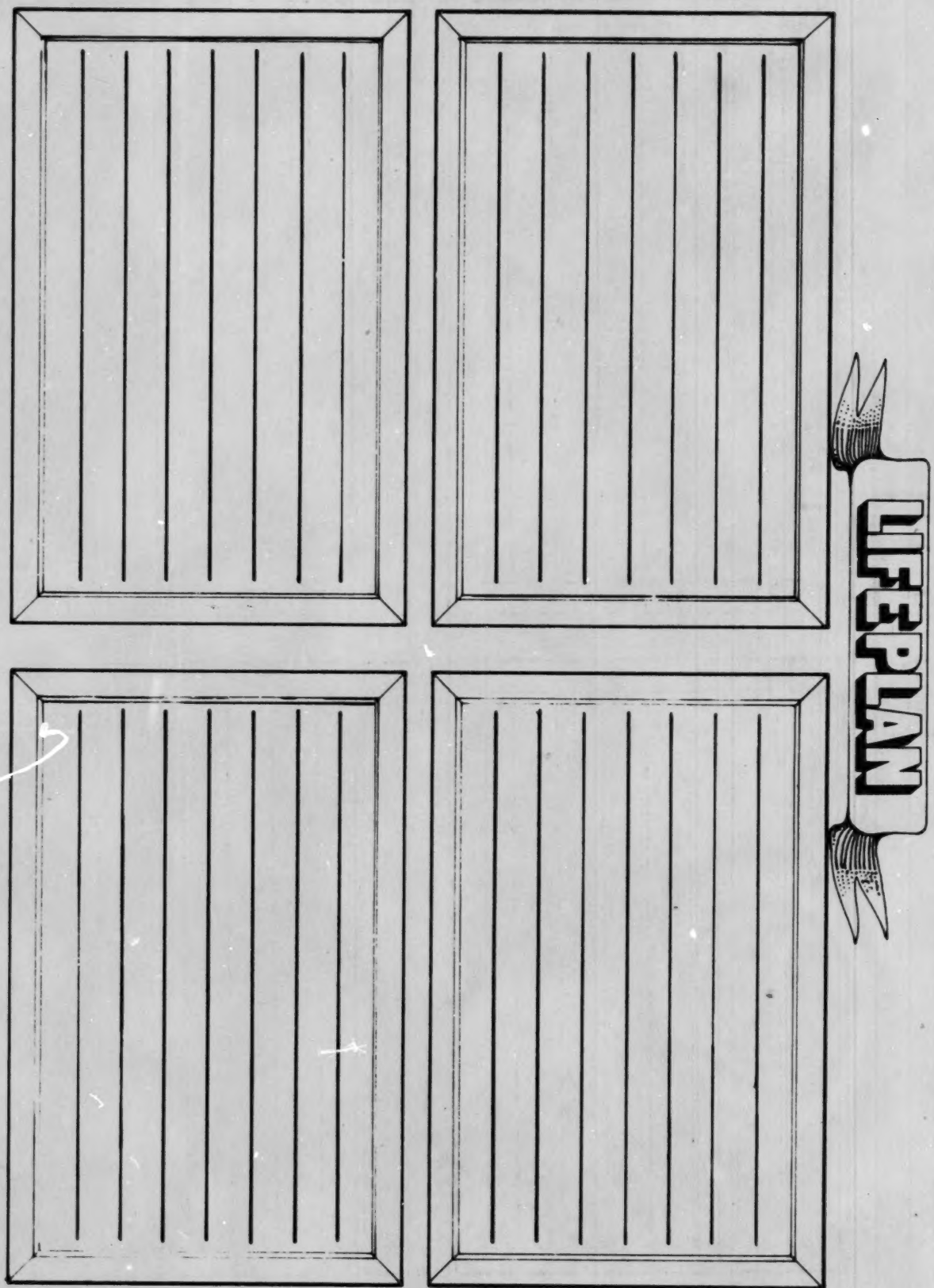

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ACTIVITY: Achieving One's Ultimate Goal

OBJECTIVE: After completing this acitvity, the student should be able to identify terms related to making decisions and give examples to illustrate each term.

APPROXIMATE TIME: 60 - 90 minutes

MATERIALS: Handouts: Ultimate Goal Game Board, Decision Cards; colored pens; scissors; dice (one die per game); markers or game pieces; tape

DIRECTIONS: The teacher may wish to prepare game sets prior to the date of the activity. For example, the playing board and cards may be laminated for future use. However, the students can also prepare the game sets during the first part of the activity. In either approach, multiple copies of the board and cards must be prepared prior to the class meeting. Also, enough dice must be purchased so that each game set includes one die.

The game board is constructed by taping the right and left sides together, matching A with B. The boards may be colored and decorated if time permits. The "decision cards" must be cut out and arranged in stacks according to sign: "?" or "★".

Divide the students into groups of two or more. Distribute game sets to every group. The rules for the game are as follows:

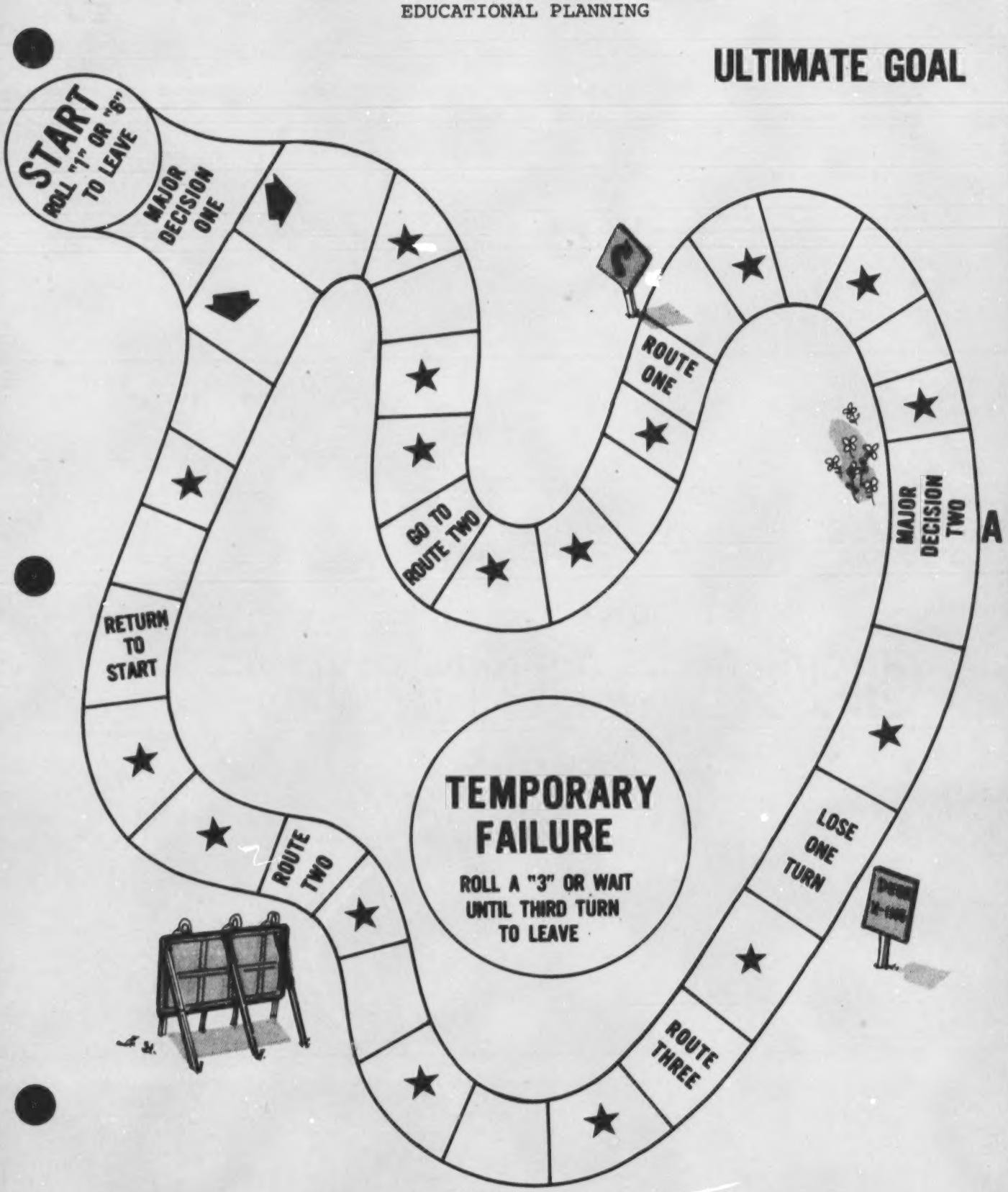
- Two or more players can participate
- Players may move in either direction when crossing a "Major Decision" square
- If a player lands on either a ★ square or a ? square, she or he must follow the directions on the card for the next play or turn

- If a player lands exactly on a square occupied by another player, she or he can send that player to "Temporary Failure." The player sent back must leave by "Route Three." The player must roll a "3" or wait until the third turn to leave "Temporary Failure."
- To win the game, a player must land exactly on the square marked "Go to Ultimate Goal"
- Only at this time can a player move in either direction--trying to land on the winning square

After the students have played the game, point out that the results were a matter of chance or luck. Stress that educational planning involves real decision-making skills. Achieving one's ultimate goal is the result of careful planning and hard work.

The game can be made more durable by laminating the board on a file folder. Also, the cards may be made of heavy paper. A "spinner" may be used in addition to, or instead of, dice.

EDUCATIONAL PLANNING



GAME BOARD

ROLL AGAIN
YOUR ULTIMATE GOAL
LOSE ONE TURN
GO BACK THREE SPACES
TAKE ANOTHER TURN
B
GO TO ULTIMATE GOAL
RETURN TO MAJOR DECISION TWO
MONT'S

EDUCATIONAL PLANNING

DECISION CARDS

★ YOU DECIDE:

To cheat on final exams. To to Temporary Failure. Leave by Route One.

★ YOU DECIDE:

To cheat on your income tax. Move back three spaces.

★ YOU DECIDE:

After finding $20,000 to become a beach bum. Go to Temporary Failure. Leave by Route Three.

★ YOU DECIDE:

To become a philanthropist. Advance three spaces.

★ YOU DECIDE:

To invent a better mouse trap. Advance two spaces.

★ YOU DECIDE:

To ask for a big raise. Advance one space.

★ YOU DECIDE:

To reinvest interest from your savings account. Advance three spaces.

★ YOU DECIDE:

To buy a pair of platform sneakers. Lose a turn.

★ YOU DECIDE:

To sell your original art work and make a fortune. Advance four spaces.

★ YOU DECIDE:

To do nothing. Go to Temporary Failure. Leave by Route One.

EDUCATIONAL PLANNING

DECISION CARDS

★ YOU DECIDE:

To open your own business. You go bankrupt. Go to Temporary Failure.

★ YOU DECIDE:

To earn the monthly sales bonus of $5000. Advance two spaces.

★ YOU DECIDE:

To go to college. Take another turn.

★ YOU DECIDE:

To work overtime for a promotion. Advance three spaces.

★ YOU DECIDE:

To become a gypsy fortuneteller. Lose one turn to think it over.

★ YOU DECIDE:

After winning $10,000 in a contest, to make a down payment on a house. Advance one space.

★ YOU DECIDE:

To buy a neat, old car that needs a motor. Move back two spaces.

★ YOU DECIDE:

To learn a skilled trade. Advance two spaces.

★ YOU DECIDE:

To tell your boss about a new idea. Take another turn.

★ YOU DECIDE:

To buy some scenic swamp land in Florida. Lose one turn.

EDUCATIONAL PLANNING

DECISION CARDS

? YOU DECIDE:

To accept your rich uncle's offer to send you to school. Advance three spaces.

? YOU DECIDE:

To invest in oil wells and they pay off BIG! Advance two spaces.

? YOU DECIDE:

To get married at 17. Lose a turn

? YOU DECIDE:

To set short range goals to improve your home-work assignment. Move twice the amount shown on die.

? YOU DECIDE:

To risk your life and save a drowning child. Advance four spaces.

? YOU DECIDE:

Not to take ski lessons and break your leg the first time you try to ski. Move backwards four spaces.

? YOU DECIDE:

To publish your personal diary written during junior high and make a fortune. Move twice the amount shown on die.

? YOU DECIDE:

After saving $200, to buy a pair of fur-lined blue jeans. Go back two spaces

? YOU DECIDE:.

Not to worry about constantly being late for work and getting fired. Move two spaces back.

? YOU DECIDE:

To become a succes in life by establishing realistic goals. If you throw a 2, go directly to your Ultimate Goal!!

EDUCATIONAL PLANNING

DECISION CARDS

? YOU DECIDE:

To drop out of school. Lose two turns.

? YOU DECIDE:

To talk to the counselor about going to college. Advance one space.

? YOU DECIDE:

To tell your boss that you won't complete an assignment. Move back four spaces.

? YOU DECIDE:

To become a professional skateboard performer. Lose one turn.

? YOU DECIDE:

To investigate the growing field of solar energy. Advance two spaces.

? YOU DECIDE:

To earn a million dollars before you are twenty. Lose one turn to think it over.

? YOU DECIDE:

To try hang gliding even though you are afraid of heights. Move back two spaces.

? YOU DECIDE:

To bet all your money on a "sure thing." Move back four spaces.

? YOU DECIDE:

To visit a tutor for help with your writing skills. Advance three spaces.

? YOU DECIDE:

To not take any more math courses after receiving a disappointing grade. Lose one turn.

EDUCATIONAL PLANNING

ACTIVITY: Practicing Decision-Making

OBJECTIVE: After completing this activity, the student should be able to state the five steps in the decision-making process.

APPROXIMATE TIME: 50 - 150 minutes

MATERIALS: Handout: Making Decisions; transparency (from transparency master)

DIRECTIONS: Use the transparency as a guide in discussing the steps in making a decision. Prepare an example before the class meeting and then go through the steps involved in the decision-making required by the example.

Distribute copies of the handout. Divide the students into five groups. Have each group take one of the short situations and make a decision about the problem described in the situation. Leave the transparency on the projector so that the students may use the steps to arrive at their decisions.

After all groups have made a decision, discuss the situations as a class. Have one member in each group tell how they reached the particular decision.

EDUCATIONAL PLANNING

MAKING DECISIONS

Read the following short situations and decide what you would do in the same circumstances. Make a decision and tell how you reached that decision.

1. You want to try out for cheerleader, but if you make the squad, you must pay at least $65 for the uniform. Your parents do not have the spare money to give you.

   SHOULD YOU TRY OUT FOR THE SQUAD? WHY?

2. The principal has promised to give you a week of detention if you are late for school one more time. As you leave for school in the morning, you find your bicycle tires are flat and you will be late if you walk to school.

   SHOULD YOU GO TO SCHOOL? WHY?

3. Your best friend has wanted to date Pat for months, so the two of you team up to attract Pat's attention. However, Pat has called you for a date.

   SHOULD YOU GO OUT WITH PAT? WHY?

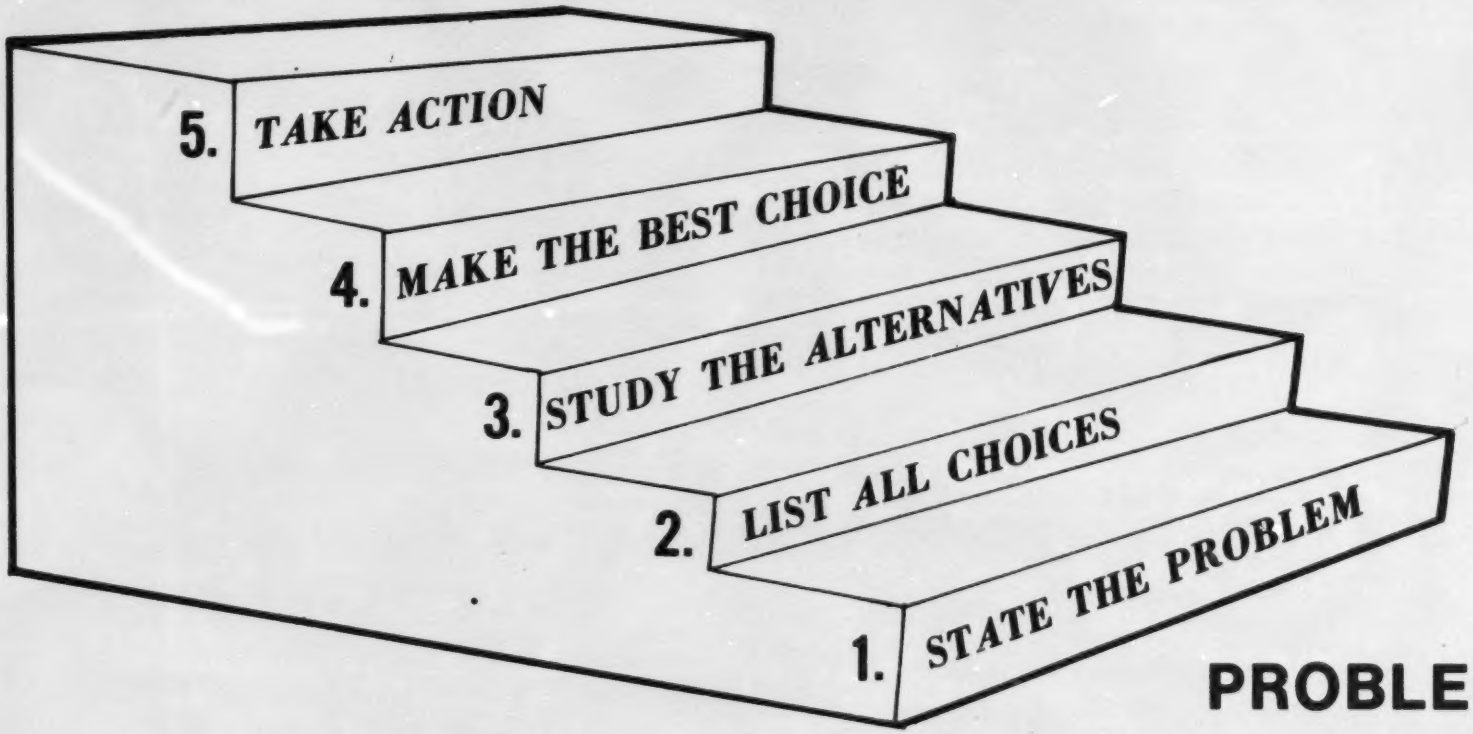
4. Your parents have left you home without a babysitter for the first time with instructions that no one is to visit while they are gone. A group of your friends called, and before you could explain, said they were coming over to visit. It will take them an hour to get to your house because you are located so far away.

   WHAT ARE YOU GOING TO TELL THEM WHEN THEY ARRIVE? WHY?

5. You want to enroll in homemaking next year, which would then make it possible for your to take drivers' education in your freshman year instead of your sophomore year. However, none of your friends are going to take it. Most of them are going to take "Career Explorations" because they would get to go on lots of field trips and do interesting things. But if you took it you would not be able to take homemaking and would have to wait a year to take drivers' education.

   SHOULD YOU TAKE HOMEMAKING? WHY?

STEPS FOR MAKING A DECISION



TM-1

IV-51

EDUCATIONAL PLANNING

ACTIVITY: Identifying Influences Upon Decision-Making

OBJECTIVE: After completing this activity, the student should be able to classify a decision as (1) based on "logical thinking" or (2) based on "emotional thinking."

APPROXIMATE TIME: 20 - 50 minutes

MATERIALS: Handout: Reasons; pen or pencil

DIRECTIONS: Distribute copies of the handout. Ask the students to individually rate the decisions, as indicated by the instructions. After everyone has completed the form, review each of the 10 decisions. Call on students to share their choices and the reasons for classifying a decision in a certain way. Come to a consensus on the 10 decision situations. Discuss what might have happened to the persons in the situations if they had followed their decisions. The teacher may need to define or describe "logical" and "emotional" at the start of the activity.

EDUCATIONAL PLANNING

REASONS

Instructions: Below are 10 descriptions of decisions young people have made. If their reasons were based on emotion circle the ♡. If the reasons were logical, circle the ⊓.

♡ ⊓ 1. Sam is buying a new pair of jeans for the football game because he does not have a pair with color insets like his friends have.

♡ ⊓ 2. Pat wants to be a carpenter, but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

♡ ⊓ 3. All the really neat people take general mechanics. Susan's father has just bought her a car and she has enrolled in the class.

♡ ⊓ 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♡ ⊓ 5. Mr. Munson gave Gene a low grade on a theme. Gene has decided not to write the next theme assignment.

♡ ⊓ 6. Alex has taken a part-time job on the weekends and has spoken with his girlfriend, encouraging her to date other boys, because he will be working.

♡ ⊓ 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog being kept inside so much. David has made arrangements for another family who has a farm to take his dog.

♡ ⊓ 8. Joan has put off doing her term notebook until the night before it is due. She has decided to talk with her teacher and admit she did not complete the assignment because of poor planning.

♡ ⊓ 9. Linda has decided to drop Spanish class because Ms. Garcia does not allow students to chew gum.

♡ ⊓ 10. A very bad storm has been predicted for the afternoon. James has cancelled his swimming date with Fran.

EDUCATIONAL PLANNING

ACTIVITY: Solving Problems

OBJECTIVE: After completing this activity, the student should be able to list the steps involved in problem-solving.

APPROXIMATE TIME: 50-80 minutes

MATERIALS: Handouts: Problem-Solving, Case Study I, Case Study II; scratch paper; pencil

DIRECTIONS: Divide the class into groups of five students. Distribute copies of the handouts. Review the problem-solving process by reading this handout aloud. Answer questions and clarify the process as needed. Make sure that the students understand the terms used to describe the process.

Ask the students to solve the problems in the case studies. They should complete Case Study I and then consider Case Study II if time permits. Remind the students to use the problem-solving process in their groups. The teacher may wish to ask the various groups to share their solutions after the activity has been completed.

EDUCATIONAL PLANNING

PROBLEM-SOLVING

Sometimes it is helpful to go through the following steps in solving a problem:

1. State the problem.

   Use real-life, behavioral or action terms. Try to describe the problem in a way that others could look at the situation and clearly see what you are talking about.

2. List possible solutions.

   Write as many concrete solutions as you can. Use action verbs to describe something that can actually be done to solve the problem. Don't worry about deciding which solution is best.

3. Look at the solutions.

   Begin to arrange the solutions into groups based on their similarities and differences. For example, some solutions require doing something, and some solutions demand not doing something. More or less of some action or actions may be involved. Then make guesses about possible consequences or outcomes of the solution. Will the solution take care of the problem now or in the future? Will the solution create other problems? Is one solution easier to do than another? Many other similar questions could be asked.

4. Choose the best solution.

   Of all the categories of solutions that you made in studying the solutions (Step 3), decide which are the most important in the problem that you are considering. List these categories or groupings and then rank them from most important to least important. Consider this example.

Groups of Solutions	Ranked Groups
quick solution	1. final solution
easy solution	2. easy solution
hard solution	3. certain solution
future solution	4. quick solution
risky solution	5. friendly solution
certain solution	6. temporary solution
friendly solution	7. risky solution
mean solution	8. hard solution
final solution	9. future solution
temporary solution	10. mean solution

EDUCATIONAL PLANNING

PROBLEM-SOLVING (Continued)

See which solution occurs most often in the top ranked groups. This is likely your "best solution." There may be several solutions that are in highly ranked groups, but that also have less desirable aspects. For example, a "final solution" may also be a "hard solution." If this happens, you may need to re-rank the groups and the remaining possible solutions until one has more benefits than costs compared to the others.

5. Try the solution.

   If you have selected a good behavioral solution, then you should have little trouble trying it out. If you have trouble deciding how to initiate or start the solution, then you need to go back to the drawing board. Remember to use action verbs in your solutions.

6. Rate the solution.

   A solution that seems to be "best" may not work. Although a person can control or influence some aspects of the situation, other things can happen. For example, a new person may enter the situation, a long-hidden problem may come up, the problem being "attacked" (solved) may not have been the "real problem," etc. So, you need to see how well the attempted solution worked. If your guess was right, then the "best solution" may work fine. If your guess was wrong or something unexpected comes up, you may want to go back to any step in the problem-solving process. You may go back and try the "second-best solution" or you may go back and re-state the problem (Step 1).

EDUCATIONAL PLANNING

CASE STUDY I

Ann and Becky have been "best friends" since fourth grade when Ann moved to town. From that time until now, as eighth graders, the girls have been in the same classes, have the same friends, and spend much of their free time together.

Recently Ann has become quite concerned, for she has been trying to reach a decision about her high school planning. Within the week the eighth graders are to bring in a high school schedule for pre-registration, and after talking to the counselor she is thinking about enrolling in advanced mathematics and English. She also would like to try out for the girls basketball team.

Becky, however, does not have the academic and athletic abilities that Ann does. In fact, if it had not been for Ann helping Becky with her homework and projects the past year, Becky would be making lower grades than her mostly C's and a few B's. Becky does best socially, and the two girls' wide range of friends have been acquired by Becky.

The girls have talked about their schedules and Becky believes that they will both take general mathematics and English as well as being in P.E. together. Ann is afraid to tell Becky about her plans, because there is no way Becky can do the academic work and even in the general classes, Becky will need help with the work.

How would you solve the problem?

1. What classes should Ann take?

2. What is Becky going to do?

3. How should Ann tell Becky of her plans?

EDUCATIONAL PLANNING

CASE STUDY II

John Walters is one of the most envied boys at Gallagher Junior High. He plays first string for both basketball and football and holds the school's record for the high jump in track and field. John's father is an attorney and the family is wealthy.

Last summer, John spent five weeks with his Uncle Bill while his parents went on a trip to South America. During that time his Uncle taught him how to weld, and like he does everything, John learned rapidly and did excellent work. However, there was something different about welding--John loved it.

John did well in school because his parents encouraged him, but he really didn't like to read and study. The only reason he played sports was because his father and the coach put constant pressure on him. He did like track, but resented that he could not take shop this year because it conflicted with athletics offered last period in the day.

John has just received his high school planning form. With the help of his counselor he has made out an educational plan that would allow him to learn metal trades and then work in a high school cooperative program in a job as a welder during his last two years.

When he shared his plans with his parents, his mother cried and his father got very angry. College, they said, was what John wanted, not a job as a welder. As he left for school the next morning, his mother told him the high school football coach was coming to dinner that night to help plan his high school career in football. But, if John takes the cooperative training class, he will not have time to play football.

How would you solve the problem?

1. What should John take in high school?
2. What should he tell his parents?
3. What should he tell the football coach?

EDUCATIONAL PLANNING

ACTIVITY: Discovering High School Programs

OBJECTIVE: After completing this activity, the student should be able to describe at least one high school curricular or extra-curricular activity of interest.

APPROXIMATE TIME: 50-150 minutes (depending upon the number of resource persons who make presentations)

MATERIALS: As needed by resource persons

DIRECTIONS: This activity is based on presentations by resource persons from local high schools. Through the presentations and follow-up questioning, the students gain valuable information about high school curricular activities and programs. Some of the resource persons are listed below. Teachers should arrange class meetings to stress materials and themes appropriate for the students. Therefore, some or all of the following resource persons may be called.

- high school counselors
- vocational directors or supervisors
- principals
- vocational instructors and coordinators
- students from high school clubs and organizations
- R.O.T.C. cadets
- vocational students
- high school graduates and college students from the district

EDUCATIONAL PLANNING

ACTIVITY: Researching High School Curriculum

OBJECTIVE: After completing this activity, the student should be able to describe one required or elective high school course.

APPROXIMATE TIME: 45 - 120 minutes

MATERIALS: Resource materials related to high school courses (available from local education agency, school district or high school); paper; colored pens or pencils; magazines; scissors; paste or glue

DIRECTIONS: Tell the students to think of a high school course that is personally interesting. Ask them to research these courses--either individually or in small groups--using available classroom resources. The students may also wish to make appointments with counselors, teachers or principals to gain additional information. Inform the students that they will be responsible for designing and producing a brochure that will "sell" the course to other students. The brochure should include at least the following information.

(1) name of the class or course
(2) description of the course
(3) type of training
(4) prerequisites and requirements
(5) listing of occupations that would require the training

After the brochures have been completed, students should be given the opportunity to look at them and consider whether or not the would like the course. The brochures should be kept in the classroom educational resource library.

EDUCATIONAL PLANNING

ACTIVITY: Understanding High School Graduation Requirements

OBJECTIVE: After completing this activity, the student should be able to state the requirements for high school graduation.

APPROXIMATE TIME: 35 - 110 minutes

MATERIALS: Handout: The High School Game; classroom resources that mention graduation requirements (available from state education agency or local school); pencil

DIRECTIONS: Distribute copies of the handout. Tell the students to complete the form, using classroom resources or their own knowledge. After the students have individually completed the "game," discuss as many of the following topics as time will allow.

- "balancing" required subject credits with elective credits for graduation
- required courses must be successfully completed or repeated if one does not pass
- high schools are increasingly requiring competencies in addition to credits--for example, passing a test before one can graduate

THE HIGH SCHOOL GAME

QUESTION #1

How many total credits do you need to graduate?

_____

QUESTION #2

How many credits of required courses do you need to graduate? _____

QUESTION #3

How many credits do you need in specific areas?

English _____

P.E. _____

Health _____

Mathematics _____

Social Studies _____

Science _____

Total _____

QUESTION #4

Does the total for #2 equal the total for #3?

Yes _____ No _____

QUESTION #5

What is the minimum number of elective credits you need to graduate?

_____

QUESTION #7

Is the total for #6 equal or more than #5?

Yes _____ No _____

QUESTION #6

List the electives you would like to take in this school and the number of credits you will receive.

_____ ___ _____ ___

_____ ___ _____ ___

_____ ___ _____ ___

_____ ___ _____ ___

_____ ___ _____ ___

_____ ___ _____ ___

QUESTION #8

Is the total for #3 and #6 equal or more than #1?

Yes _____ No _____

If the answer to #8 is Yes . . . you will

WIN A DIPLOMA in _____

EDUCATIONAL PLANNING

ACTIVITY: Charting a Tentative High School Plan

OBJECYIVE: After completing this activity, the student should be able to generally describe a personal plan for high school coursework.

APPROXIMATE TIME: 100 - 150 minutes

MATERIALS: Handout: Tentative High School Plan; various classroom resource materials about educational programs, graduation requirements, high school courses, and prerequisites (many districts have this information in brochures or handouts)

DIRECTIONS: This activity requires that the teacher have a good understanding of the local school district's policies and procedures for high school graduation. The teacher may wish to complete a handout which summarizes the information needed to complete the Tentative High School Plan.

Distribute copies of the handout. Explain the meaning of "tentative." Ask the students to complete their plans as carefully and realistically as possible. Encourage them to complete rough drafts and then fill in the form. Check on their progress. Provide help as needed. Tell them to keep the plans for future reference. Encourage students to involve their parents in the planning process.

EDUCATIONAL PLANNING

TENTATIVE HIGH SCHOOL PLAN

DIRECTIONS: Using information from your teacher, fill out a tentative high school schedule. First, list all required courses and then electives. Write R to the left of the course if it is required and E if it is an elective. To the right of the course list the number of credits you will receive.

FRESHMAN

E or R	Course Title	Credits	E or R	Course Title	Credits	E or R	Course Title	Credits
_____1.	_____	_____	_____1.	_____	_____	_____1.	_____	_____
_____2.	_____	_____	_____2.	_____	_____	_____2.	_____	_____
_____3.	_____	_____	_____3.	_____	_____	_____3.	_____	_____
_____4.	_____	_____	_____4.	_____	_____	_____4.	_____	_____
_____5.	_____	_____	_____5.	_____	_____	_____5.	_____	_____
_____6.	_____	_____	_____6.	_____	_____	_____6.	_____	_____
	total credits	_____		total credits	_____		total credits	_____

SOPHOMORE

E or R	Course Title	Credits	E or R	Course Title	Credits	E or R	Course Title	Credits
_____1.	_____	_____	_____1.	_____	_____	_____1.	_____	_____
_____2.	_____	_____	_____2.	_____	_____	_____2.	_____	_____
_____3.	_____	_____	_____3.	_____	_____	_____3.	_____	_____
_____4.	_____	_____	_____4.	_____	_____	_____4.	_____	_____
_____5.	_____	_____	_____5.	_____	_____	_____5.	_____	_____
_____6.	_____	_____	_____6.	_____	_____	_____6.	_____	_____
	total credits	_____		total credits	_____		total credits	_____

EDUCATIONAL PLANNING

TENTATIVE HIGH SCHOOL PLAN

JUNIOR

E or R	Course Title	Credits	E or R	Course Title	Credits	E or R	Course Title	Credits
_____	1. _____	_____	_____	1. _____	_____	_____	1. _____	_____
_____	2. _____	_____	_____	2. _____	_____	_____	2. _____	_____
_____	3. _____	_____	_____	3. _____	_____	_____	3. _____	_____
_____	4. _____	_____	_____	4. _____	_____	_____	4. _____	_____
_____	5. _____	_____	_____	5. _____	_____	_____	5. _____	_____
	total credits	_____		total credits	_____		total credtis	_____

SENIOR

E or R	Course Title	Credits	E or R	Course Title	Credits	E or R	Course Title	Credits
_____	1. _____	_____	_____	1. _____	_____	_____	1. _____	_____
_____	2. _____	_____	_____	2. _____	_____	_____	2. _____	_____
_____	3. _____	_____	_____	3. _____	_____	_____	3. _____	_____
_____	4. _____	_____	_____	4. _____	_____	_____	4. _____	_____
_____	5. _____	_____	_____	5. _____	_____	_____	5. _____	_____
_____	6. _____	_____	_____	6. _____	_____	_____	6. _____	_____
	total credits	_____		total credits	_____		total credits	_____

total elective credits _____

total required credits _____

total _____

IM-79

EDUCATIONAL PLANNING

ACTIVITY: Researching Training Requirements

OBJECTIVE: After completing this activity, the student should be able to describe the training requirements for two or more jobs listed in the classified ad section of a newspaper.

APPROXIMATE TIME: 50 - 75 minutes

MATERIALS: Handout: Classified Ad Training Requirements; classified ad employment sections from local newspaper; scissors; glue or paste

DIRECTIONS: Distribute copies of the handout. Ask students to work individually in cutting out ads listing various training requirements. After the students have located the ads, have them glue or paste the items to the appropriate areas on the handout. Call on several students to give examples of ads selected for each of the training conditions.

EDUCATIONAL PLANNING

CLASSIFIED AD TRAINING REQUIREMENTS

Directions: Select ads from the employment section that require the types of training listed. Paste the ad to the form.

Unskilled (No training)	High School Diploma
On-The-Job Training	Skilled Training
Experienced Required	License
Degree	Advanced Degree

EDUCATIONAL PLANNING

ACTIVITY: Obtaining Information About Postsecondary Education and Training

OBJECTIVE: After completing this activity, the student should be able to request by mail one or more sources of post-high school training information.

APPROXIMATE TIME: 50 - 120 minutes

MATERIALS: Handout: Sample Letter; paper; pen; classroom resources: college directories and catalogues, Occupational Outlook Handbook, brochures, pamphlets, and magazines; envelopes; stamps

DIRECTIONS: Before the date of the activity, the teacher should secure addresses of local educational and training institutions. Also, a Sample Letter requesting materials from one of the institutions should be completed. This Sample Letter will be distributed as a handout so that the students may have an example of correct letter writing techniques.

During the first class period, aid the students in locating addresses from local and distant institutions in which they are interested. Pass out copies of the handout and review letter writing techniques. Ask each student to write one or more letters requesting educational or training information. Have them first complete a rough draft of the letter. Tell them to allow another student to critique the rough draft. Then, they should prepare the final copy of the letter, clearly written in ink on white, unlined paper. Students should prepare the envelopes and then mail the letters. The teacher may wish to bundle the letters before taking them to the post office.

When most the materials have been received, devote a class period to presentations of the catalogues, brochures, newsletters, and other materials. Each student should present the material they received as if they were conducting a review. The student should tell the class if he/she is still interested in the institution or organization. Students who have not received their information should write to another source. Materials obtained through the activity should be kept in the classroom resource library.

EDUCATIONAL PLANNING

ACTIVITY: Sharing Educational Information

OBJECTIVE: After completing this activity, the student should be able to assume the role of "peer counselor," providing educational information and suggestions for obtaining more specific educational information.

APPROXIMATE TIME: 50 - 100 minutes

MATERIALS: Classroom resource materials about educational programs and institutions, high school graduation requirements, high school courses, and related activities

DIRECTIONS: Before beginning the activity, arrange two chairs and a desk at the front of the room. Place the various resource materials on the desk. When the students come in, tell them to pretend that this is a counselor's office.

At the start of the activity, ask for a volunteer to help with a role-playing situation. The teacher will play the role of counselor and model good counseling behaviors for the students. The volunteer will play the role of a student seeking educational information. Conduct a brief "counseling session" of five to ten minutes. Ask the students to form pairs for role playing the educational counseling situation they have observed. Some students may wish to make-up their own situations. Often these situations reflect real-life concerns of the role-player; therefore, they can be very valuable. Tell the students to alternate the roles of student and counselor. They may use the classroom resources to make the experience more realistic.

Ideally, this activity provides practice for actual peer-counseling activities. For example, the class may wish to establish a peer counseling/educational information service for other students. Such a service could be particularly worthwhile during the period when students select courses or pre-enroll for high school.

EDUCATIONAL PLANNING

ACTIVITY: Researching Post-High School Training Opportunities

OBJECTIVE: After completing this activity, the student should be able to describe one or more post-high school training programs.

APPROXIMATE TIME: 50 - 80 minutes

MATERIALS: Handout: Post-High School Institutions; pencil or pen; classroom resources: The College Handbook, Texas Collegiate Education Directory, college and technical school catalogues, program descriptions, and related materials

DIRECTIONS: Make various classroom resources available to students. If these materials are not available to the teacher, then take the students to the school library or a local community college library.

Distribute copies of the handout. Ask the students to complete one of the forms for at least a pre-program of interest. Place the forms in a file and make these available to the class.

EDUCATIONAL PLANNING

POST-HIGH SCHOOL INSTITUTIONS

SCHOOL _____ LOCATION _____

ADDRESS _____

1. ADMISSION REQUIREMENTS TO SCHOOL: _____

_____

_____

_____

2. NAME OF SPECIFIC TRAINING PROGRAM _____

_____

3. DESCRIPTION OF TRAINING REQUIREMENTS _____

_____

_____

4. TYPE OF DEGREE, CERTIFICATE, LICENSE, ETC. GIVEN UPON COMPLETION OF TRAINING _____

_____

_____

_____

5. WHAT OCCUPATIONS CAN BE OBTAINED WITH THIS TRAINING? _____

_____

_____

_____

_____

_____

EDUCATIONAL PLANNING

ACTIVITY: Learning Educational Vocabulary

OBJECTIVE: After completing this activity, the student should be able to state and define three or more educational terms.

APPROXIMATE TIME: 40 - 70 minutes

MATERIALS: Handout: Seek and Find, Vocabulary; teacher reference: Seek and Find Key; pencil

DIRECTIONS: Distribute copies of the handouts. Review the Seek and Find instructions with the students. If students have difficulty finding words, provide help by showing them some of the words.

EDUCATIONAL PLANNING

SEEK AND FIND

Find the words listed at the bottom of the page in the puzzle. They are hidden forwards, backwards and diagonally. After you have circled each word, define them on the back of the page.

M Z O H N A P I H S E C I T N E R P P A R
V O C A T I O N A L O A T G O A T B I C E
E G G L Y T I N U M M O C N O T H I N A S
D D U E T O P E N T H E D I P L O M A D U
L D S P G L I C E N S E O N L Y R T E E M
A C I M T E C H N I C A L I L O R G G M E
L O C E N S L U V I V E R A I O R S M I T
O L N C Y R T L I C A T E R M E O S G C A
N E R O W T R A D E N I E T E A M H O G C
O G B O I T I H Q C O L L E G E V E C O I
I O H Y M T N S L O Y B T E C H N I C S F
T D N A D E A F R O Z T R A I N I N G C I
A R E T D O Y C W E T H I N G H O P O H T
C G A P H Z G I U A V O C N I B S H O O R
U E N P W E F C O D O I W H U N T Q F O E
D E I T D A J H D Y E F N M E M I T A L C
E D U C A T I O N Q U A C U K O M N M A T
A R N O L D Z O B S T U D E N T T O A N T
D W G N I N I A R T Y R A T I L I M C A Z
C O L L E G E O E V I T A R E P O O C O P

1. Academic Education
2. Adult Education
3. Apprenticeship
4. Certificate
5. Cooperative Training
6. College
7. Community College
8. Degree
9. Diploma
10. GED
11. License
12. Military Training
13. On-The-Job Training
14. Technical School
15. Trade School
16. University
17. Vocational Education

VOCABULARY

1. Academic Education--Training that prepares for college for occupations that require degrees. The emphasis is on English, mathematics, and social studies.

2. Adult Education--Training programs for persons 16 and older who have either dropped out or completed only high school.

3. Apprenticeship--A form of skill training that combines learning under supervision and some classroom work. It is generally governed by rules and regulations established by trade unions, etc. Usually required three or four years for completion.

4. Certificate--A written paper given upon the completion of a specific course of instruction.

5. College or university--Institution that offers training for a bachelor's degree and additional training for a master's degree or doctorate.

6. Community or junior colleges--Two-year schools of higher learning that provide both academic and skill training. A student may complete an associate degree in two years and then transfer to a four-year college or university.

7. Cooperative training--High School training that requires a student to attend class for one hour in the morning and to work on a job in the afternoon. The student is given credits for learning on the job and receives wages.

8. Credit--A unit used to count educational requirements. A person must have a certain amount of credits to graduate from high school or college.

9. Degree--A citation given to recognize successful completion of a college or university program.

   Associate--Recognizes two-years' study at a community or junior college.

   Bachelor's--Recognizes complete study of undergraduate college or university studies.

   Master's--Recognizes completion of graduate study.

   Doctorate--The highest degree in a field of study. Requires three to four years of study past a bachelor's or master's degree.

10. Diploma--A certificate awarded upon succesful completion of a prescribed course of study.

11. G.E.D.--General Equivalency Diploma given to those who successfully demonstrate through testing that they have as much knowledge as those graduating from a four year high school.

EDUCATIONAL PLANNING

VOCABULARY (Continued)

12. Goals--Something one tries to achieve, giving one's life a general course of action.

    Long-Range Goals--General, flexible goals covering a long period of time--one year or more.

    Medium-Range Goals--Cover a time period of less than a year; are used to help achieve long range goals.

    Short-Range Goals--Specific, short goals covering a few days to a week.

13. License--Government-regulated permission to practice a particular occupation, such as doctor, beautician, etc. Person must fulfill training and other requirements before obtaining a license.

14. Military training--All types of training are given to enlistees in any branch of military service if they have the basic qualifications established for the training program.

15. On-The-Job training--Specialized or general training provided by the employer after employment

16. Rationalize--To explain or justify a decision, usually after it has been made.

17. Trade schools--Teaches students skills in crafts or trades, such as plumbing, mechanics, welding, etc.

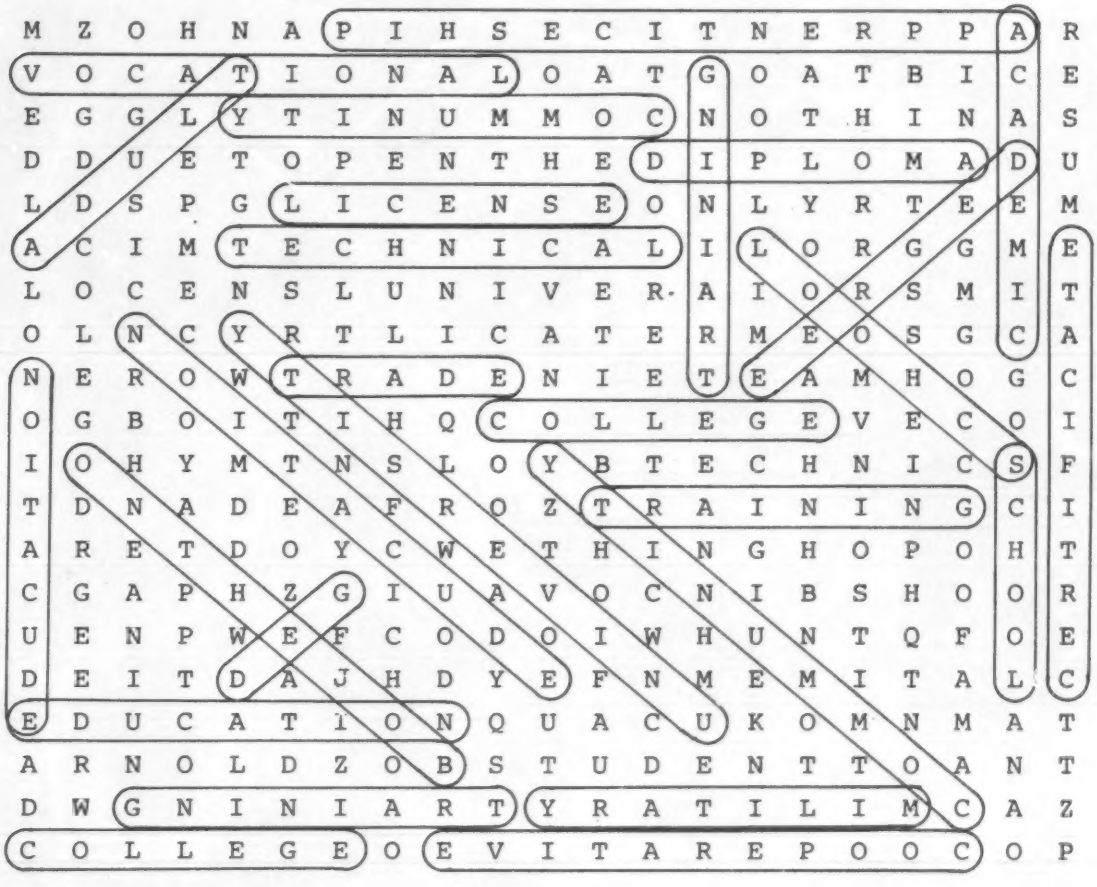
18. Technical schools--Two-year schools which offer training programs in fields related to engineering and the physical sciences.

19. Vocational Education--Curriculum designed to teach skills. Can be taken in high school or after high school. Occupations that could be obtained after vocational education include secretary, child care worked, sales person, medical aide, metal worker, mechanic, etc.

EDUCATIONAL PLANNING

SEEK AND FIND KEY

Find the words listed at the bottom of the page in the puzzle. They are hidden forwards, backwards and diagonally. After you have circled each word, define them on the back of the page.


M Z O H N A P I H S E C I T N E R P P A R
V O C A T I O N A L O A T G O A T B I C E
E G G L Y T I N U M M O C N O T H I N A S
D D U E T O P E N T H E D I P L O M A D U
L D S P G L I C E N S E O N L Y R T E E M
A C I M T E C H N I C A L I L O R G G M E
L O C E N S L U N I V E R A I O R S M I T
O L N C Y R T L I C A T E R M E O S G C A
N E R O W T R A D E N I E T E A M H O G C
O G B O I T I H Q C O L L E G E V E C O I
I O H Y M T N S L O Y B T E C H N I C S F
T D N A D E A F R O Z T R A I N I N G C I
A R E T D O Y C W E T H I N G H O P O H T
C G A P H Z G I U A V O C N I B S H O O R
U E N P W E F C O D O I W H U N T Q F O E
D E I T D A J H D Y E F N M E M I T A L C
E D U C A T I O N Q U A C U K O M N M A T
A R N O L D Z O B S T U D E N T T O A N T
D W G N I N I A R T Y R A T I L I M C A Z
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